Teaching in Law at UWA
This session

4.00 Welcome

4.05 Joanne Rooke
   Business Support Co-ordinator

4.10 Megan Fitzgibbon
   Law Library

4.15 Teaching workshop
   Mark Israel and Natalie Skead
Create an effective learning environment

- **Mode**
  - face-to-face
  - online
    - Email
    - LMS [http://goo.gl/grT9cC](http://goo.gl/grT9cC)

- Create an environment to support student learning
  - small picture
    - particular topic
  - big picture
    - desire & need to know, understand & learn more
    - skill to discover & uncover on their own
But how?

• What to do
  – Before
  – During
  – After
Before…

- Preparation, preparation, preparation
- At the end of this tutorial, what do I want the students to be able to
  - Know
  - Do
  - Feel
How am I going to do this?

– Be well-prepared on substantive material

– Consider student group and physical environment
  • no. of students
  • size and shape of room, arrangement of desks, chairs, lighting, equipment
  • activities planned
  • feel free to re-decorate
– What is the first thing you are going to say in your first tutorial

- *Ummm, OK, errr…*

- What tone do you want to set?

– Go outside your comfort zone
Smart Casual modules

http://www.lawteachnetwork.org/smartcasual.html

- Engagement Module
  - Index
  - Pair up, choose and announce one topic
  - Back into large group, why that topic? What would you do next?
During your first tutorial

- Arrive before time
  - Check out room & equipment
  - Re-arrange
    - Seating?
    - Students?

- Rearrange this room?
your first tutorial

• Who are
  – They?
  – You?
  how will you do this?

• Expectations of a tutorial
  – Theirs?
  – Yours?
  how will you do this?
More of what to do during...

- **What is the purpose/desired outcome of tutorials?**
  - Make connections between theory and practice
  - Clarify material and consolidate understanding
  - Learning by doing
  - Make social connections
  - Develop communication skills
After 2 weeks we tend to remember...

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we hear and see
- 70% of what we say
- 90% of what we say and do

Nature of Involvement

- Verbal Receiving
- Visual Receiving
- Receiving/Participating
- Doing

Passive

Active

Books
Lectures
Transparencies
Exhibits
Demonstrations
Show & tell presentations
Multimedia simulations
Discussing
Explaining
Enacting the experience
Simulating the experience
Doing the real thing

• CEQ Survey
  – 285,000 written comments (90,000 students)
    • 14.2% related to issues to do with course design and learning methods
But how?
Old Sicilian saying….

- “From little questions big discussions grow”

…anon.
• Who was the Plaintiff?
• Who did the Court find for?
• What was the Court’s reasoning?
• What do you think of the Court’s finding on the issue of duress?

• Who developed a theory of neutralisation?
• What are the elements of neutralisation?
• How might neutralisation explain criminal behaviour?
• Why did you take my pencil?

**When would you use closed/open questions?**
Plan your questions
- Purpose
  • open/closed
  • levels of thinking
- Phrasing
- Anticipate responses
- Script questions

Wait time

Reduce student fear/risk
- How?
Old Academic Saying….  

- Shut up, Mark
What responses might you get from students?

- No answer
- ‘Could you repeat that again?’
- ‘I don’t understand the question’
- ‘I still don’t understand’
- ‘What was the question?’
- Partial answer
- Correct answer
- Incorrect answer
- I don’t know
- ??
Other strategies to generate discussion

- THINK-PAIR SHARE
- Pyramid/Snowball
- ROUNDS
- Buzz Groups
- Debate
- ROLE PLAY
- Presentations
- Fishbowl activity
Things will go wrong

- Students will forget the details of what went wrong – but they’ll remember how you reacted
  - If you are intolerant of their mistakes, they might apply the same standard to you
- Students will also remember how you made them feel
- Acknowledge when things go wrong – and remember that they go wrong for all of us
- There is plenty of support – unit coordinators, colleagues, friends, pets…
After

• Self-reflection
  – What went right? Why?
  – What went wrong? Why?

• Take remedial action
  – Talk to colleagues
  – Consider posting on LMS

• What will you do
  – the same next time?
  – differently next time?
Evaluation

– Formal
  • SPOT and SURF

– Informal
  • Muddiest point
  • 3-2-1
do good.